

## Working Document of the EOC CDEPP Evaluation Team

### Administrative Analysis

Pursuant to Concurrent Resolution 4484 of 2006, the Education Oversight Committee (EOC) on March 15, 2006 recommended to the General Assembly criteria to implement a statewide full day four-year-old pre-kindergarten program for children who qualify for free- or reduced-price lunches. Among the recommendations of the EOC to the legislature was the administration of this program by a single state agency. The recommendation was based on the experiences of Georgia which has a universal four-year-old pre-kindergarten program in both public and private centers. The agency would be responsible for the following:

- Establishment and implementation of regulations enforcing program quality;
- Identification, development, and monitoring of eligible providers to ensure the quality of opportunity;
- Provision of professional development and technical assistance to all participating personnel (teachers, aides and principals/directors) providing the program for four-year-olds;
- Administration of a grants program for resource coordinators to accomplish linkages to health and social services for the child;
- Participation in an external evaluation program; and
- Collaboration with the South Carolina Head Start Collaboration Office to develop strategic partnerships between Head Start programs and the public and private providers who will serve these four-year-olds at risk of school failure to create a seamless system of early childhood education.

For purposes of the Child Development Education Pilot Program (CDEPP), the South Carolina General Assembly divided the responsibilities for administering CDEPP between the Office of First Steps to School Readiness (OFS) and the South Carolina Department of Education (SCDE). According to Proviso 1.75 of the 2006-07 General Appropriations Act, the two agencies had the same administrative functions with OFS overseeing the implementation of CDEPP in private centers and SCDE overseeing the implementation of CDEPP in public centers or public schools. Both SCDE and OFS were required to:

- 1) Serve as a fiscal agent;
- 2) Verify student enrollment eligibility in consultation with the Department of Social Services;
- 3) Review and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program services and whether temporary classroom space is necessary to provide services to any children;
- 4) Coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;
- 5) Serve as a clearing house for information and best practices related to four-year-old pre-kindergarten programs;
- 6) Receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;
- 7) Coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old pre-kindergarten programs;
- 8) Maintain a database of the children enrolled in the program; and

- 9) Promulgate guidelines as necessary for the implementation of the pilot program.

The following analyses focus on the administrative structure and responsibilities of both SCDE and OFS during the 2006-2007 pilot year and when data were available, the 2007-2008 pilot year.

#### Organizational Structure of SCDE and OFS

Between the first and second year of the CDEPP implementation, the South Carolina Department of Education (SCDE) underwent significant agency restructuring. In 2006-2007 the Office of Early Childhood Education was a separate office within the Division of District and Community Services of which Dr. Cleo Richardson was Deputy Superintendent. The director of the Office of Early Childhood had a staff of three regional consultants, two administrative assistants and four education associates who implemented CDEPP. Another education associate in the Office of Exceptional Children provided technical assistance to three CDEPP districts.

In the second year of the pilot program the Office of Early Childhood Education no longer existed as a separate office. The Office of Early Childhood was assigned as a program area under the Office of Instructional Promising Practices under the Division of Standards and Learning. The decision to reorganize was made by the new State Superintendent of Education, Dr. Jim Rex. To create coordination between early childhood education and elementary, middle and high school programs in the state, all early childhood education programs, including CDEPP, were placed under the Division of Standards and Learning. The Deputy Superintendent of the new division is Dr. Valerie Harrison. A new program administrator for CDEPP was assigned.

Even with the restructuring at the SCDE, there existed in 2007-08 a comparable number of individuals at the Department implementing CDEPP – one program coordinator, two administrative assistants, two education associates and five regional consultants. The Office of Exceptional Children continued to provide one Education Associate to provide technical assistance to three CDEPP districts. At the time of this report, there was one vacancy, an Education Associate position. In addition to the program personnel who implemented CDEPP, three individuals in the Office of Finance, Division of Finance and Operations provided finance and data collection for the program in both years. Appendix A reflects the organizational structure used by SCDE to implement CDEPP in the first and second year of the pilot program.

The OFS had no organizational changes in administration or in personnel between the first and second year of the pilot program. In both years, the organizational charts for the OFS illustrated the following. With Susan DeVenny as Executive Director of OFS, Dan Wuori, OFS Chief Program Officer, oversaw the implementation of CDEPP in both years. A director of compliance managed the day-to-day operations of the program for both years. Three regional, temporary contract staff monitored and provided ongoing technical assistance directly on-site to the private providers. Financially, the payment of invoices was processed through regional finance managers with oversight provided by the Chief Finance Officer of the OFS. Appendix B includes the organizational charts for OFS in the first and second year of the pilot program.

#### Recruitment Efforts

The recruitment of eligible providers and children into CDEPP is an important administrative responsibility that is critical to the program's successful implementation. Without having public

and private providers offering quality programs and without having eligible children enrolled, the impact of CDEPP on academic achievement will not be realized. The SCDE and the OFS were asked to document activities and processes taken to recruit eligible providers and eligible students into CDEPP in 2006-2007, the initial year of the pilot program, and if available, recruitment strategies employed in the second year of the pilot, 2007-2008.

First, regarding the recruitment of eligible providers, the OFS reported the following information to the EOC. In 2006-2007 and in 2007-2008 OFS approved a total of 67 private providers for participation in CDEPP each pilot year though the actual providers were different each year. To recruit potential providers, OFS issued press releases, posted information on its website, and mailed information directly to regulated center-based providers in the state. The South Carolina Child Care Association also independently contacted its membership to advertise the program. Furthermore, in addition to recruiting and approving providers, OFS provided evidence of implementing program quality assurance. In the fall of 2007 OFS terminated a provider from participation in CDEPP. The provider had outstanding citations issued by the State Fire Marshall that resulted in the center losing its DSS childcare licensure. A second provider was terminated in December of 2007 because the center lost its South Carolina Child Care license due to its failure to submit paperwork and fees relating to necessary renewal inspections.

Regarding the recruitment of CDEPP-eligible children, in the initial year of the pilot, OFS relied upon providers themselves to recruit eligible students into the program. This decision was largely based on the fact that OFS had limited time to implement the program. Appendix C is a list of the policies and procedures that providers used in the first year of the program. The most commonly used medium for recruiting children into these private centers was written advertisements in newspapers and church bulletins. Providers also relied upon word of mouth from parents while many increased awareness through public service announcements on the radio. Several centers also contacted public schools or Head Start providers to obtain names of children on waiting lists. Only one private provider reported utilizing an existing First Steps county partnership to recruit eligible children. Furthermore, only one other private provider noted using county DSS and ABC offices in recruitment. On the other hand, the Head Start programs described a comprehensive recruitment effort utilizing news releases, advertising, family referrals and public/private agency referrals.

In the second year of the pilot program, the OFS initiated an entirely new public awareness campaign in local communities. Unlike the first year of the program which relied extensively on written communication and on the efforts of private providers, OFS used fifteen different recruitment tools in the second year of the pilot. In addition to using newspapers and radio broadcasts, OFS transmitted information about the program to eligible families and their children in a manner that facilitated communication between the families and the direct providers. OFS designed church bulletins, grocery store receipts, and tear-off information cards that were then distributed to local churches, county First Steps partnerships, Harvest Hope Food Bank, and county DSS and health offices (Appendix D).

The following recruitment efforts were reported by the SCDE for the initial pilot year. On July 13, 2006 SCDE held a meeting in Columbia for all eligible trial and plaintiff school districts. All thirty-seven eligible school districts attended the meeting and received information about the application process and program implementation. The recruitment of eligible children into CDEPP in the initial year of the pilot was accomplished entirely by districts participating in CDEPP. The EOC has not received information from the SCDE on the recruitment policies and procedures used by school districts. The number of school districts participating in CDEPP increased from 29 in the first year to 35 in the second for a 21% increase.

## Delivery of Professional Development and Technical Assistance Services

Providing professional development opportunities and on-site technical assistance to staff overseeing and working in a CDEPP classroom is a responsibility of both the OFS and the SCDE. In addition, according to Regulation 114-503 regarding the licensing of child care centers, the director of a child care center must participate in at least twenty hours of professional development annually and all staff providing direct care to children, at least fifteen hours annually. Both OFS and SCDE were asked to document the frequency, attendance and scope of the professional development and monitoring functions. The following analysis focuses on the activities for both SCDE and OFS in 2006-07.

In the first year of the pilot program, the OFS maintained records of professional development activities provided and attended. OFS recorded attendance of teachers and calculated the hours of training primarily sponsored by OFS and attended by personnel employed in private centers participating in CDEPP. Through data provided by OFS, a total of 2,461.5 hours of professional development training were received by 56 administrators, lead teachers, teachers and assistants. The average number of hours attended by each person was 43.9 (Table 1).

**Table 1**  
**Professional Development Hours by Staff Title**  
**Office of First Steps, 2006-07**

STAFF TITLE	Number Persons	Mean Hours	Range (per staff)
Administrator	17	38.7	3 to 69 hours
Lead teacher or teacher	27	49.4	3 to 75 hours
Assistant	12	39.1	9 to 69 hours
Total	56		

Source: Office of First Steps

The data did not reflect all professional development hours received by private center staff in the initial pilot year. Staff persons also attended professional development conferences held by the SCDE as well as conferences held to meet the DSS licensure requirements which are tracked through the SC Center for Child Care Career Development. Furthermore, some staff attended statewide conferences hosted by the South Carolina Association for the Education of Young Children (SCAEYC) and the South Carolina Early Childhood Association (SCECA). The OFS acknowledges that “the absence of data for these individuals does not reflect a failure to meet the required 15 hour minimum, but rather a shortcoming in our system of documenting these hours in an easily quantifiable way.”<sup>1</sup>

In the spring of 2007 a survey of CDEPP teachers in both public and private centers was conducted by the University of South Carolina (USC). The full report and analysis are available online at [www.eoc.sc.gov](http://www.eoc.sc.gov). While 41 surveys were mailed to teachers employed by private CDEPP providers, 16 responded to the survey for a response rate of 39%. Of these 16 respondents, 14 responded to a question about professional development and training, question 18 of the survey. All 14 of these teachers, 100%, reported being satisfied with the professional development and training activities provided by the OFS.

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<sup>1</sup> October 5, 2007 Memorandum from Dan Wuori of the Office of First Steps to David Potter of the EOC.

In addition to documenting its professional development services, the OFS maintained records on the technical assistance and monitoring functions provided to private providers. As Appendix E documents, OFS provided a total of 368 hours of technical assistance services to 36 centers in the initial pilot year. As explained by OFS, the information was an estimate of the number of technical assistance hours that the three regional coordinators estimated they provided to each provider. For purposes of this report, technical assistance is defined as support and information designed to improve the overall quality of the classroom instruction and includes, but is not limited to, assistance with assessment, lesson plans, curriculum, and classroom management. According to OFS, the providers also received frequent monitoring visits during which time the coordinators assessed overall compliance issues. The hours of these visits were not included in the hours of technical assistance.

Similarly, in the spring survey conducted by USC, 14 private center teachers responded to a question regarding technical assistance. Of these 14 respondents, 11 or 78.6% responded that they had received technical assistance. The most common mode of delivering technical assistance was reported by the teachers as being by telephone followed closely by face-to-face interactions and then group meetings. As reported by the private teachers, the primary location of the technical assistance services was the classroom at 50% with the focus of the assistance on classroom environment, curriculum or child development.

The spring 2007 survey conducted by the USC also sought input from the administrators regarding the implementation process for CDEPP. Of the 40 surveys mailed to administrators of private centers participating in CDEPP, 18 or 45% responded. Administrators were asked about their satisfaction with the processes for assuring and monitoring the quality of CDEPP. Fifteen of the 18 respondents responded and 14 or 93.3% were satisfied with the quality of the monitoring provided by OFS.

The data provided by the SCDE on the provision of professional development and monitoring services were as follows. The Department documented that a total of 1,685 individuals attended 28 professional development activities held throughout South Carolina (Appendix F). Based on the number of teachers employed in CDEPP classrooms, individuals attended multiple activities. The data did not indicate how many hours of instruction each attendee received. SCDE did provide two notebooks to the EOC concerning monitoring and technical assistance services provided to the public school. However, the data were not collected or documented in a manner that permitted any meaningful analysis on the number of visits made, teachers or staff impacted, etc. SCDE staff in the second year of the pilot has asked that the EOC assist in designing a data collection instrument to provide the necessary information on professional development activities and monitoring for future evaluations.

Similarly, the USC spring 2007 survey of public school teachers provided the following information. Of the 170 public school CDEPP teachers surveyed, 126 responded for a 74% response rate. Of the total number of respondents, 117 responded to a question about their satisfaction with the South Carolina Department of Education's professional development and training activities for CDEPP staff. Eighty-nine or 76.1% expressed satisfaction with the professional development and training activities. Regarding technical assistance, 118 of the 126 respondents or 83.9% also reported having received technical assistance. When asked to list the various ways in which the services were provided, the most common mode of providing the assistance was face-to-face assistance at 57.1% followed closely by group meetings, 56.2%. However, when asked to identify the location where the assistance was given, the most common location was state or regional meetings at 57.9%. Assistance at the school or classroom level was reported less frequently at 46%. As reported by the teachers, the focus of

the meetings most often centered on curricular issues followed closely by classroom environment.

Administrators were also surveyed in the spring of 2007. Ninety-nine administrators in public schools participating in CDEPP were surveyed. Seventy-seven surveys were returned for a response rate of 85%. These administrators were asked whether they were satisfied with the South Carolina Department of Education's process for assuring and monitoring the quality of CDEPP. Of the seventy-seven respondents, 75 responded to this question with 92% indicating that they were satisfied with SCDE's processes for assuring and monitoring the quality of CDEPP.

### Administrative Costs

Because both the OFS and the SCDE have duplicative administrative responsibilities under CDEPP, they incurred duplicative administrative costs. And, in fact, while no funds were expressly appropriated for the administration of CDEPP by the General Assembly, SCDE and OFS incurred direct and indirect expenses related to the administration of the program. According to the United States Department of Education, "indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs."<sup>2</sup> For the purposes of this report, indirect costs were limited to the pro-rata share of the salaries and fringe benefits paid to existing personnel who reallocated a percentage of their time to the implementation of CDEPP.

First, the SCDE reallocated existing personnel to administer CDEPP in FY 2006-07. The agency reported to the EOC that three persons in the Office of Finance and seven individuals in the Office of Early Childhood Education allocated 5% to 98% of their workload to CDEPP. The salaries paid to these individuals prorated against the percentage of their time spent on CDEPP totaled \$335,195. Adding fringe benefits at 28% of the total cost of salaries, a total of \$429,050 was indirectly expended by the agency. Financial reports also documented that \$96,308 in direct costs was expended by SCDE from CDEPP appropriations. These direct costs were related to contractual services and supplies and materials. There were likely also administrative costs incurred by public school districts who participate in CDEPP, namely securing DSS licensure, hiring faculty, processing student applications and overseeing the program's implementation. Any costs related to the financial management of funds at the district level were likely to be negligible since the financial accounting system used was the same for CDEPP as for similar EIA programs.

Similarly, the OFS had both direct and indirect costs for CDEPP administration. First, including fringe benefits, direct expenses from the Comptroller General's report totaled \$277,452 and were funded from CDEPP appropriations. These funds were used primarily to pay for the salaries and travel of three contract employees who provided monitoring and technical assistance efforts to the private providers. Second, from information provided by the OFS, indirect costs totaled \$113,283. Six existing staff at OFS and two individuals working on a contractual basis reallocated a percentage of their time to the program and were funded with other agency funds. These individuals allocated between 5% and 80% of their workload on CDEPP. In addition local county First Steps partnerships were reimbursed \$28,967 for work in

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<sup>2</sup> "Indirect Cost Overview." Office of the Chief Financial Officer, US Department of Education, Last Modified 03/12/2007, <http://www.ed.gov/print/about/offices/list/ocfo/intro.html>.

processing invoices and payments to local providers. It was unknown whether these payments to the local providers actually covered the real costs of processing invoices. These funds represented another administrative cost of implementing the program.

Prior to FY 2006-07 the OFS had not implemented any four-year-old programs. Prior to CDEPP, individual county First Steps partnerships had supplemented four-year-old programs with financial contributions to public, private and Head Start providers. However, OFS had not administered any direct provision of services or monitoring functions. Unlike the SCDE which had coordinated the provision of four-year-old programs in the public schools since passage of the Education Improvement Act and had an existing Office of Early Childhood prior to CDEPP, the OFS was required to administer and implement a new program, CDEPP, in FY 2006-07.

Table 2 summarizes the cost of administering CDEPP at the SCDE and the OFS during the first year of the program. The EOC has maintained that there is a real administrative cost of implementing this and any other program. Funding reasonable costs for administration is warranted as well as having full public disclosure of these costs. The administrative cost per child is directly related to the number of eligible CDEPP children or classrooms.

**Table 2**  
**Administrative Costs, FY2006-07**

	Department of Education	Office of First Steps
Indirect Costs	\$429,050	\$113,283
Direct Costs <sup>3</sup>	\$ 96,308	\$288,363
Local Costs/First Steps	N/A	\$28,967
Total Costs	\$525,358	\$430,613
Number Children Funded	2,932	354
Number Classrooms	164	42
Administrative Cost per Child	\$180	\$1,216
Administrative Cost per Classroom	\$3,203	\$10,253

The EOC contacted individuals in Georgia and Oklahoma to determine how the administrative costs of CDEPP compare to the cost in these states. Georgia implements a universal four-year-old program that utilizes public and private providers. Georgia administers the program through one agency. On the other hand, Oklahoma has a universal four-year-old program through the public schools. Public schools may contract with private providers who, in turn, are responsible to the public schools. The Oklahoma program is administered by the Oklahoma State Department of Education. The EOC did not receive the data from Georgia and Oklahoma that it needed to complete the analysis; however, the EOC will continue to work with representatives from these states and provide future analysis on this issue.

## Conclusions

1. The OFS and the SCDE incurred direct and indirect costs to implement CDEPP. The administrative costs per child or per classroom were directly related to the number of children served.
2. Regarding recruitment efforts, in the first pilot year, the OFS relied upon traditional communication to recruit eligible children into the program. However, in the second year

<sup>3</sup> Direct costs were funds appropriated for CDEPP and used to administer the program.

of the pilot, OFS initiated an extensive grassroots public awareness campaign to recruit eligible families. The public awareness campaign used local service agencies, churches and grocery stores to disseminate information directly to potential families. The SCDE deferred to school districts and schools the recruitment of children into the program. No data were provided on recruitment efforts taken by local school districts or public schools.

3. Between the initial pilot year and the second pilot year, the number of school districts participating in CDEPP increased from 29 to 35 for a 21% increase. Only two eligible school districts have chosen not to participate in CDEPP. The total number of approved private providers was 67 in both pilot years. In the first six months of the 2007-2008 pilot year, the OFS also terminated from the program two providers who had lost their DSS childcare licensure.
4. The OFS documented the provision of professional development and technical assistance services to private centers participating in CDEPP and to individuals teaching in CDEPP classrooms in private centers. Of the 56 individuals employed in private centers who attended professional development activities sponsored primarily by OFS, the average staff person received 43.9 hours of professional development in 2006-07. While the SCDE verified that professional development activities were provided, the data were inadequate and not in a format that could be analyzed.

### **Recommendations for Future Administration and Expansion of the Program**

1. Based on the initial implementation of CDEPP, one agency or office should be accountable for the administration and implementation of CDEPP. This recommendation is based on several factors. First, there are duplicative costs, both direct and indirect, of administering CDEPP. If the program is expanded, these costs will increase. Second, neither the Office of First Steps (OFS) nor the South Carolina Department of Education (SCDE) is ideally positioned to implement the program for all providers without improvements in policies and procedures related to data collection, financial reimbursement, monitoring and recruitment. While this report includes specific commendations for OFS and SCDE, it also highlights shortcomings for both. Due to other statutory responsibilities of both OFS and SCDE, neither organization is able to focus exclusively on the implementation and future expansion of this program which will require extensive collaboration and planning between many agencies and providers. And, finally, though CDEPP is considered one program, it is currently funded and administered by two separate entities. For example, the South Carolina Department of Education had to reallocate \$1.2 million in discretionary general fund monies to CDEPP this year, while the Office of First Steps, which is funded through the Department, is anticipating a balance of \$5.4 million this year. Therefore, the recommendation is that the legislature adopts one of the following options:

- **Option 1:** Reallocate all existing resources and funds to either the Office of First Steps, to the South Carolina Department of Education or to a new entity which would have sole responsibility for administering the program for both public and private providers;
- **Option 2:** Create a separate office in the Department of Education that solely focuses on implementation and administration of CDEPP for both public and private providers with existing resources reallocated to this office. Like the Office of First Steps which is currently funded through the South Carolina Department of Education, the newly created office would have a coordinating or governing council including but not limited to

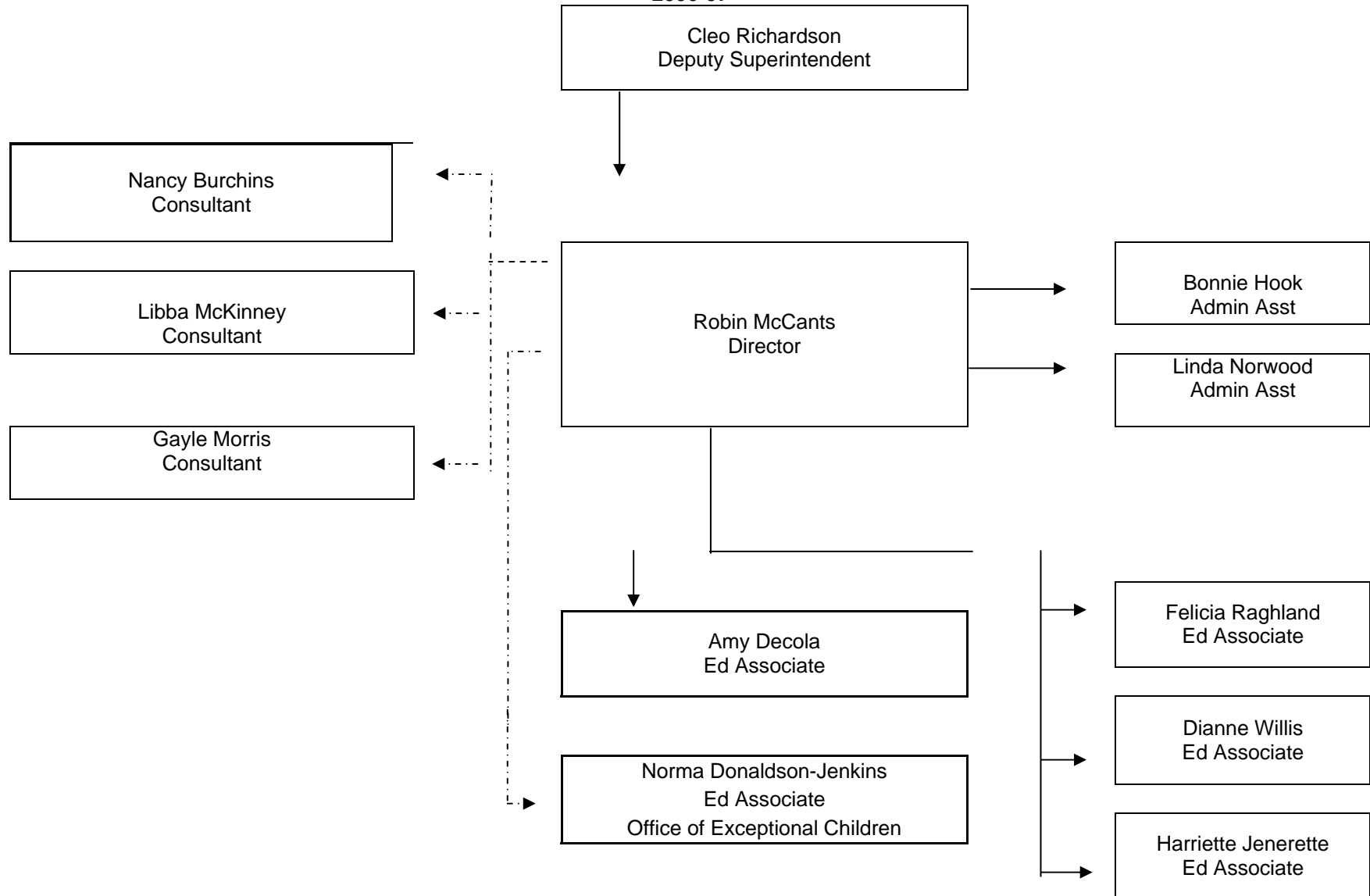


representatives from the Department of Social Services, Head Start, the Department of Health and Human Services, the Office of First Steps, and the Department of Education. The council would assist in the implementation and expansion of CDEPP.

2. If the current dual system of administering and implementing CDEPP continues, the recommendation would be that both the Office of First Steps and the South Carolina Department of Education have direct and reasonable appropriations for administrative expenses for each organization.

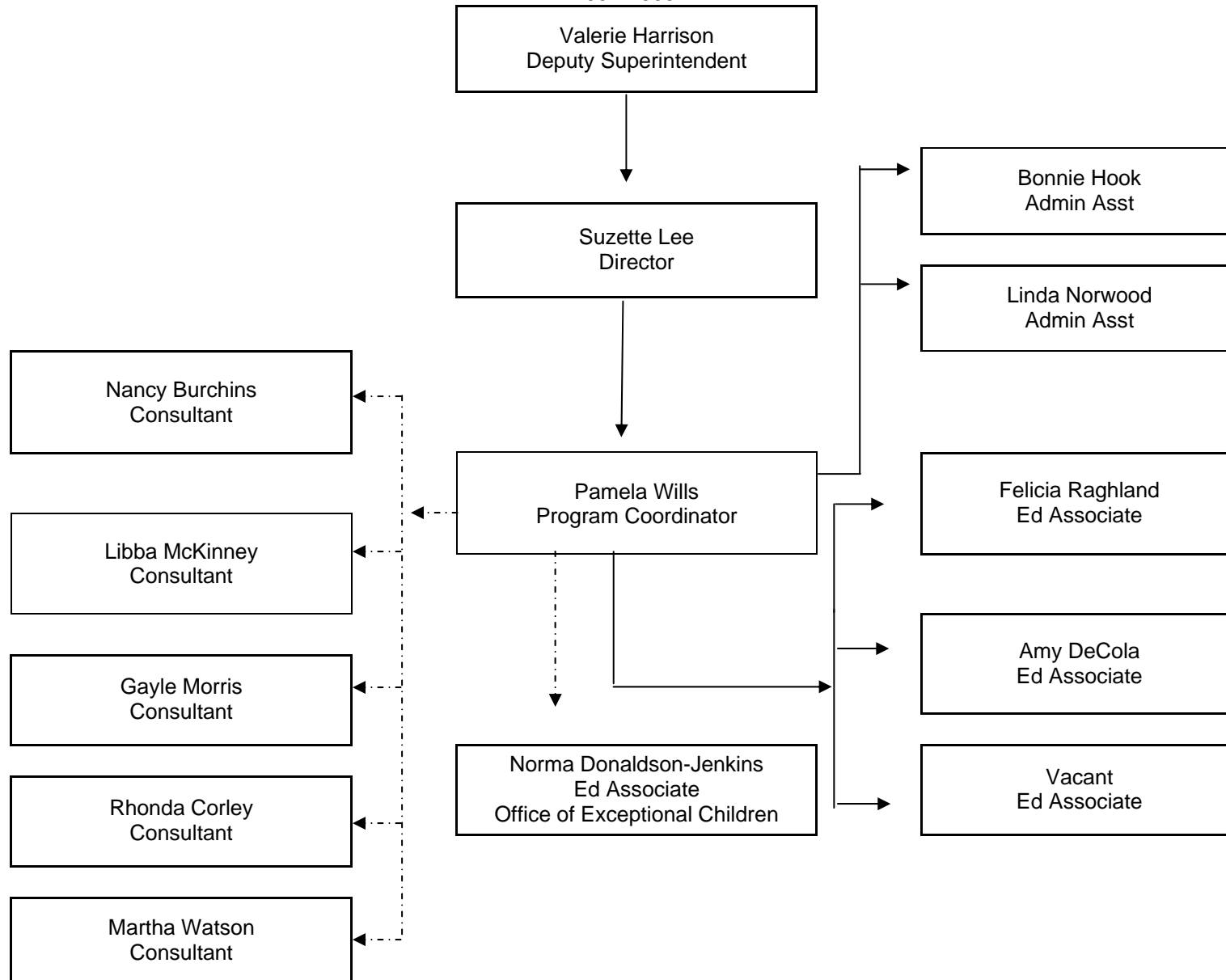
## Appendix

**Appendix A**  
**South Carolina Department of Education**  
**Organizational Chart – CDEPP Program Team**  
**2006-07**



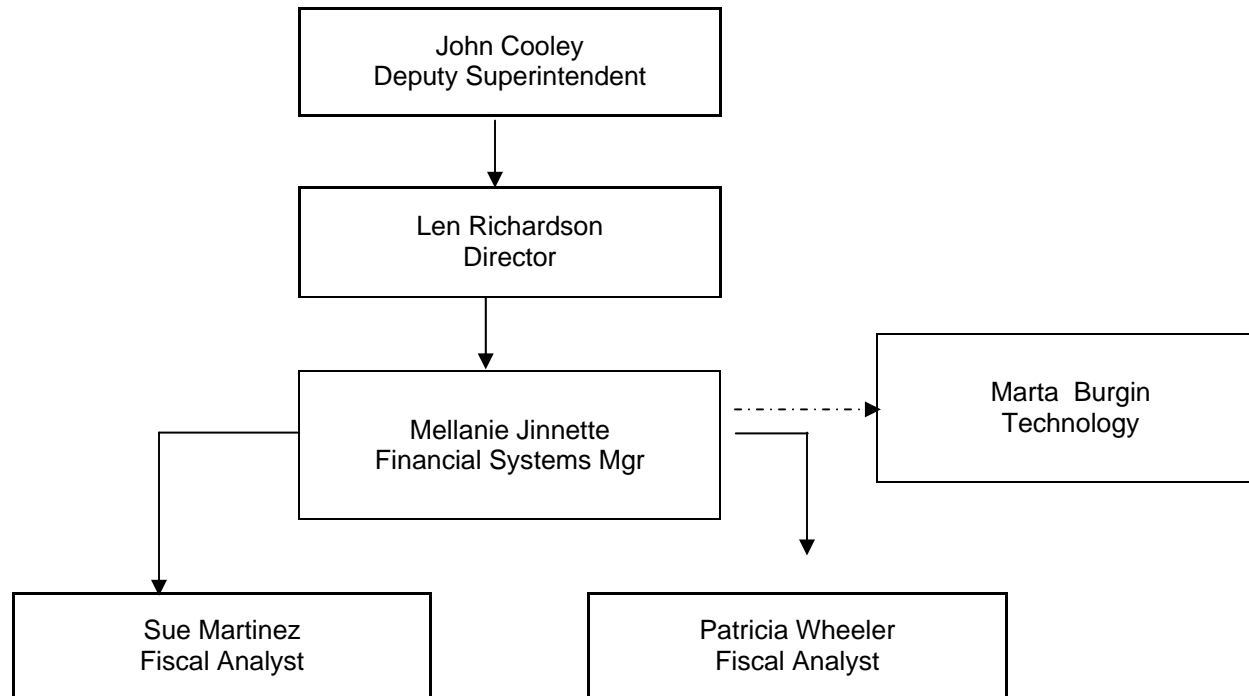
The dashed lines represent individuals who did not work directly for the Office of Early Childhood (2006-07) or for the Office of Instructional Promising Practices (2007-08) or who are not employees of the agency (consultants).

**Appendix A Continued  
South Carolina Department of Education  
Organizational Chart – CDEPP Program Team  
2007-2008**



The dashed lines represent individuals who did not work directly for the Office of Early Childhood (2006-07) or for the Office of Instructional Promising Practices (2007-08) or who are not employees of the agency (consultants).

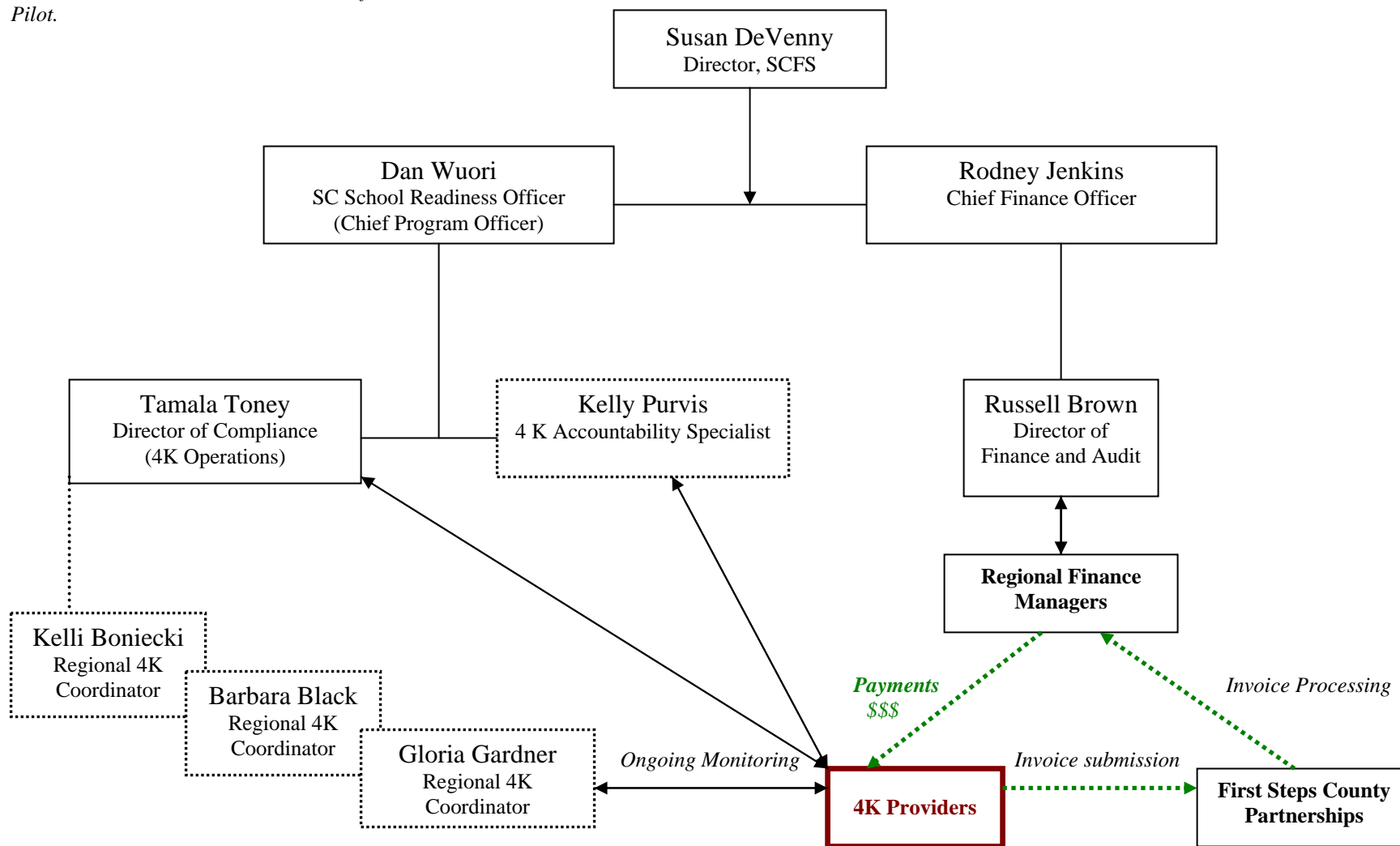
**Appendix A Continued**  
**South Carolina Department of Education**  
**Organizational Chart – CDEPP Financial/Data Team**  
**2006-2007 and 2007-2008**



The dashed lines represent individuals who did not work directly for the Office of Early Childhood (2006-07) or for the Office of Instructional Promising Practices (2007-08) or who are not employees of the agency (consultants).

# Appendix B Office of First Steps 2006-07 Organizational Chart for CDEPP

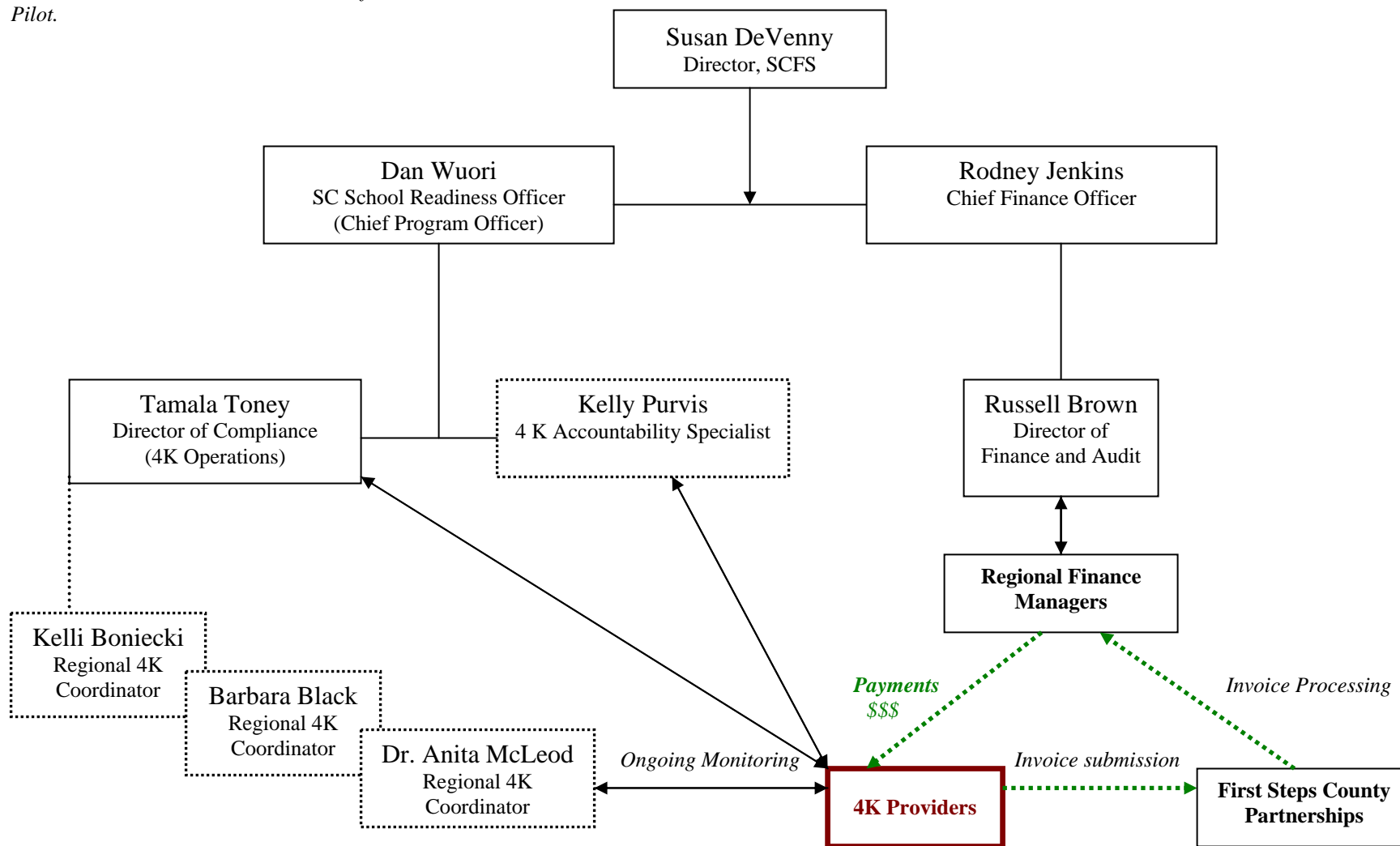
*Note: Dotted lines denote temporary contract staff added to assist with the administration of the CDEPP Pilot.*



**Source: Office of First Steps**

## Appendix B Continued 2007-08 Organizational Chart for CDEPP

*Note: Dotted lines denote temporary contract staff added to assist with the administration of the CDEPP Pilot.*



**Source: Office of First Steps**

**Appendix C**  
**Office of First Steps**  
**Recruitment Efforts**  
**2006-07**

Provider Name	Policies and Procedures for Recruitment and Enrollment
ABC Academy	This center advertises in the local newspaper. They also post ads in apartment complexes. The director of the apartments also helps us to identify children within this age range currently residing in these apartments. They also post ads in the area businesses in an effort to reach the Hispanic community. The ads appear in English and Spanish.
Bedford's Stay-n-Play	Recruitment and enrollment are conducted by posting flyers in the community and by word of mouth from parents with children already enrolled. Enrollment is also conducted by contacting the local school district for children that are on their waiting lists.
Bishopville-Lee CCC	The availability of the 4K Expansion Program and enrollment criteria was advertised through the local newspaper and radio. Additionally, flyers were distributed to local organizations such as churches, community centers, DSS, DHEC, and parents. Interested parents must submit the required information and live in the Lee County school district. The application is then processed for eligibility. Applicants are then given the Dial-3. Approved families must attend a mandatory orientation meeting prior to the first day of school.
Excellent Learning Preschool	Students are recruited and enrolled through Florence First Steps County Partnerships.
Hobbit Hill Preschool	The center mails flyers to local churches in qualifying counties and gives flyers to current parents to distribute. They also rely on word of mouth from current parents.
Karen Scott Heath CDC	Children are recruited from the military community where the center is located. Advertisements printed in the local newspaper and emails as necessary to fill vacancies. The 4K program is recruit first among the families who already attend the center and then in the local community.
Kelly's Kids	Kelly's Kids advertises using business cards and flyers. Parents are able to take a tour of the center and ask questions. Once parents have decided on the center, they fill out an application and eligibility requirements are checked.
Kiddie Kollege of Orangeburg	Children who meet the age and income requirements are required to provide proof with medical forms and proof of address. Children will be screened with the Dial-3 at the time of enrollment. Acceptance into the program will be base don a combination of the Dial-3 results and the eligibility criteria.
Kids 2000	The center advertises through the local newspaper and mails flyers to individuals and churches. The center is listed on the DSS website and the director also relies on referrals from parents and relatives of current students.



Provider Name	Policies and Procedures for Recruitment and Enrollment
Kids in Motion	Enrollment is open and non-discriminatory. The center advertises throughout Orangeburg County.
Kids Konnection	In early June, the center runs an ad in the local newspaper announcing their services to the community. They also pull from our current waiting list. A recruitment package is mailed to respondents. Parents must return all forms and the child must meet all eligibility requirements.
Kids Ltd.	Advertisements for the center are placed in the local newspaper and flyers are posted around Dillon and surrounding areas. The local school district also provides the names of children on their waiting list for child development.
Little People, Inc.	The center distributes flyers, advertises in the local paper and receives help from the First Steps county partnership. They also rely on word of mouth from their current parents.
Little Promises	The center advertises through flyers, church announcements, brochures, and verbal references. The parents fill out an enrollment application and the child must meet all eligibility requirements.
Little Smurf's CDC	Awareness in community through advertisements, distribution of informational materials in local establishments such as schools and churches. Recruitment includes DSS and ABC to ensure that children who are at risk are given the best chances for enrollment. They contact Head Start and the Georgetown School District to get a copy of waiting lists to invite those children to recruiting fairs.
Lynchburg Elliott CDC	The center runs public service announcements in the local newspapers and announcements are sent to the local churches. They also rely on word of mouth from current parents.
Mary's Little Lamb Daycare	They communicate with the parents and community by sending out bulletins, newsletters, word of mouth, broadcasts at the local radio station, and local newspaper ads.
McGill's Bundles of Joy	The center recruits through flyers, advertisements in churches, current parents, telephone calls, and through word of mouth of people in the community.
Nesmith Community Daycare	Advertisements are sent to the local radio station, newspapers, and local churches announcing availability for services. Current parents are also resources for recruiting new students.
Pee Dee CAP Head Start (Hamer-Canaan)	The Pee Dee CAP Head Start programs use news releases, advertising, family referrals, and public/private agency referrals to recruit their students. The programs solicit applications from as many eligible families within the recruitment area as possible. If necessary, they assist families in filling out the application. The programs select the children for enrollment based on those with the great need for Head Start services.

Provider Name	Policies and Procedures for Recruitment and Enrollment
Pee Dee CAP Head Start (Lake City)	The Pee Dee CAP Head Start programs use news releases, advertising, family referrals, and public/private agency referrals to recruit their students. The programs solicit applications from as many eligible families within the recruitment area as possible. If necessary, they assist families in filling out the application. The programs select the children for enrollment based on those with the great need for Head Start services.
Pee Dee CAP Head Start (Springville)	The Pee Dee CAP Head Start programs use news releases, advertising, family referrals, and public/private agency referrals to recruit their students. The programs solicit applications from as many eligible families within the recruitment area as possible. If necessary, they assist families in filling out the application. The programs select the children for enrollment based on those with the great need for Head Start services.
Pee Dee CAP Head Start (Thelma Brown)	The Pee Dee CAP Head Start programs use news releases, advertising, family referrals, and public/private agency referrals to recruit their students. The programs solicit applications from as many eligible families within the recruitment area as possible. If necessary, they assist families in filling out the application. The programs select the children for enrollment based on those with the great need for Head Start services.
Progressive Family life	The following is printed in literature and circulated: Progress Family Life Center is accepting applications for First Steps 4K Expansion Program for the 2007-2008 school term. Eligible children will attend at no cost to parents for five days a week, six and a half hours per day. Please bring documentation of your child's birth certificate, Medicaid card, income, and two forms of residential verification. PFLC is a nondiscriminatory, nonsectarian center providing service to all children regardless of race, national or ethnic origin, sex, or disability.
Tender Bear's Daycare	The following are used to recruit and enroll students: brochures, speakers, contact with families and former students, contact with community groups like churches, radio and TV, open houses, newspaper, word of mouth
Sunshine House #29	Parents of currently enrolled children are contacted. Flyers are distributed in the community and ads are run in the local papers. Family Fund Day is promoted with activities for children and parents in the community and the PreOK program is publicized during this event.
Sunshine House #30	Enrollment includes interpersonal communication strategies and helpful customer service tools to ensure success. Ask open ended questions, understand parents' needs, empathize with concerns, highlight feature s and benefits of center, give center tour and end on a positive note with a follow up afterwards and send thank you notes.

Provider Name	Policies and Procedures for Recruitment and Enrollment
Sunshine House #106	For recruitment, the center advertises in the local paper, hosts parent meetings and gives tours of the center to prospective parents.
The Wee Academy	The center talks to families with age appropriate children, they hold a community open house, and they advertise in the newspaper and at churches. They also advertise on the local radio stations.
Troy-Johnson Learning Korner	The following is announced in churches and on the radio and is posted on a sign in front of the center: Troy-Johnson Learning Korner is now accepting applications for their First Steps 4K Expansion Program. Eligible children will attend at no cost to parents for five days a week, 6.5 hours per day.
Wilson's Daycare	Flyers are sent out in the community. When a family responds, they ask them to stop by during office hours to review the program and pick up an application. Once the application is completed, they will be notified with a welcome letter letting them know screening dates.
Zion Canaan CDC	The center advertised by sending flyers to area churches and by word of mouth from current parents.

Source: Office of First Steps, October 5, 2007.

**Appendix D**  
**Office of First Steps**  
**Recruitment Efforts**  
**2007-08**

**CDEPP Providers**

1. Recruitment information sent to potential CDEPP providers in March 2007.
2. Promotional flyers designed for and sent to providers; flyers were designed in template format and individualized with providers' contact information.
3. A number of approved CDEPP providers indicated they implemented their own recruitment campaigns, ranging from newspaper advertisements to door-to-door efforts.

**Media**

4. Public service announcements distributed to media.
5. Press releases: First release publicized the initial 49 providers approved for 2007-08; additional releases distributed included an "It's Not Too Late to Enroll" release in the weeks leading up to the beginning of the school year.
6. Media articles: Responded to various media inquiries that facilitated media articles and reports about CDEPP opportunities.

**Faith-based**

7. Seventh District African Methodist Episcopal Church mailing: Under cover letter from Bishop Preston W. Williams II, the Seventh District AME Church Office distributed promotional materials to all 500 AME churches statewide.
8. Church bulletin mailing: Promotional flyer and suggested church bulletin announcement sent to more than 200 churches in CDEPP-eligible counties.

**State, county and community agencies**

9. Harvest Hope Food Bank: Harvest Hope's partner food distributors in CDEPP-eligible counties distributed promotional materials to food recipients.
10. Tablets of tear-off information cards were sent to approximately 70 state agency service offices in CDEPP-eligible counties, including DSS, DHHS and county health offices. A cover letter asked that the tablets be displayed in waiting areas or at service counters.
11. First Steps County Partnerships: Received promotional flyers, suggested church bulletin announcements and template public service announcements to distribute

throughout the community using the First Steps County Partnerships' existing grassroots network.

12. Information about approved CDEPP providers sent to the three regional Child Care Resource & Referral offices.
13. Promotional materials displayed at the August 2007 statewide Countdown to Kindergarten event at EdVenture in Columbia.
14. Information packets for telephone inquiries: Because many public awareness campaign tools included First Steps' toll-free telephone number, First Steps implemented procedures to provide information to potential CDEPP clients over the phone as well as through a follow-up information packet sent via U.S. Mail.

#### **Advertising**

15. Grocery receipt ads: First Steps learned that some school districts set up school enrollment tables in grocery stores because it is a place where parents often go with their children. First Steps sought to have a presence in grocery stores as well, and purchased advertisements on grocery receipts.
16. Quarter-page advertisements (single run) in 31 newspapers in CDEPP-eligible counties with approved providers.

#### **Multi-impact**

17. Promotional flyers designed to reflect all approved providers in a single county; distributed to First Steps County Partnerships, county media, county offices of state agencies, food shelves and churches.
  18. South Carolina First Steps Web site prominently displayed up-to-date list of approved CDEPP providers and their contact information, as well as eligibility requirements.
-

## **SAMPLING OF PUBLIC AWARENESS MATERIALS**

Grocery receipt advertisements

Newspaper advertisements

Info card tablets

Promotional flyers

AME Church mailing

Public service announcements

Press releases

Suggested church bulletin announcements

### **Grocery receipt advertisements**

Run period: 3 months or 150,000 ads

Advertisement content: Template ad, individualized by county

<b>STORE</b>	<b>ADDRESS</b>
Piggly Wiggly	3386 Railroad Ave., Bamberg 29003
Food Lion	10560 Dunbarton Blvd., Barnwell 29812
BiLo	Hwy. 78, Denmark 29042
Food Lion	971-C Crowfield Blvd., Goose Creek 29445
Piggly Wiggly	1605 Central Ave., Summerville 29483
BiLo	501 S. Pearl St., Pageland 29728
Food Lion	205 Radford Blvd., Dillon 29536
Piggly Wiggly	221 Cherokee Rd., Florence 29501
Food Lion	1307 W. 2nd Loop Rd., Florence 29501
BiLo	1373 Elm St., Hampton 29924
Piggly Wiggly	7 Main St., Hardeeville 29927
BiLo	927 Broad St. S., Clinton 29325
Food Lion	517 S. Main St., Bishopville, 29010
BiLo	429 W. McIntyre St., Mullins 29574
Food Lion	1318 N. Main St., Marion 29571
Piggly Wiggly	1645 Russel St., Orangeburg 29115
Piggly Wiggly	2060 Columbia Rd., Orangeburg 29115
Piggly Wiggly	103 Travis Ave., Saluda 29138
Food Lion	15 Williamsburg County Hwy. N., Kingstree 29556
Food Lion	Hemingway Plaza Hwy. 41 S., Hemingway 29554

**4-Year-Old Kindergarten**  
**FREE! Enrolling for Fall 2007**  
 Child must be age 4 by 9/1/07 & must qualify for Medicaid.  
 Local programs offer reduced lunch. Must live in qualifying area.

**THIS COULD BE YOUR AD!**  
 THE SMARTEST USE OF YOUR ADVERTISING DOLLAR  
 PLEASE CALL: **1-800-935-0081**

**SOUTH CAROLINA FIRST STEPS**  
 Getting children ready for school.  
**Troy-Johnson Learning Center**  
 106 Gapway St. • Mullins  
**Pee Dee CAP Head Start**  
 338 Academy St. • Mullins  
**1-877-621-0865**

**4-Year-Old Kindergarten**  
**FREE! Enrolling for Fall 2007**  
 Child must be age 4 by 9/1/07 & must qualify for Medicaid.  
 Local programs offer reduced lunch. Must live in qualifying area.

**SOUTH CAROLINA FIRST STEPS**  
 Getting children ready for school.  
**Troy-Johnson Learning Center**  
 106 Gapway St. • Mullins  
**Pee Dee CAP Head Start**  
 338 Academy St. • Mullins  
**1-877-621-0865**

## Newspaper advertisements

Single run: Sept. 4, Sept. 5 or Sept. 6 (2007)

Design: Template ad with localization (quarter-page)

Abbeville Press & Banner and Abbeville M  
(Abbeville SC)

Allendale Sun (Allendale SC)

Bamberg Advertiser Herald (Bamberg SC)

Barnwell The People Sentinel (Barnwell SC)

Bennettsville Marlboro Herald Advocate  
(Bennettsville SC)

Bishopville Lee County Observer (Bishopville  
SC)

Cheraw Chronicle & Advertiser (Cheraw SC)

Cheraw The Link (Cheraw SC)

Clinton Chronicle (Clinton SC)

Dillon Herald (Dillon SC)

Florence Morning News (Florence SC)

Florence News Journal (Florence SC)

Goose Creek Gazette (Goose Creek SC)

Hampton County Guardian (Barnwell SC)

Hardeeville Today

Hemingway Weekly Observer (Florence SC)

Holly Hill Observer (Bamberg SC)

Kingstree The News (Kingstree SC)

Lake City News & Post (Florence SC)

Laurens County Advertiser (Laurens SC)

Manning Times (Manning SC)

Marion County News Journal (Florence SC)

Marion Star & Mullins (Florence SC)

Moncks Corner Berkeley Independent (Moncks  
Corner SC)

North Trade Journal (Bamberg SC)

Orangeburg Times & Democrat (Orangeburg  
SC)

Pageland Progressive-Journal (Pageland SC)

Ridgeland Jasper County Sun (Ridgeland SC)

Saluda Standard Sentinel (Saluda SC)

Santee Striper (Bamberg SC)



# No Tuition!

**First Steps 4-year-old kindergarten  
now enrolling for Fall 2007.**

**Bedford's Stay-n-Play**  
140 Carolina Avenue  
Barnwell, SC 29812  
(803) 541-7704

**Macedonia Elementary Head Start (Aiken/Barnwell CAC)**  
556 Jones Bridge Road  
Blackville, SC 29817  
(803) 645-2155

**New Jerusalem AAA Daycare Center**  
9303 Marlboro Ave.  
Barnwell, SC 29812  
(803) 541-6007

Students attend classes 6.5 hours per day, five days  
per week during the 180-day school year.

**For a complete list of 4K programs statewide,  
call (toll-free) 1-877-621-0865.**

Your child must: • Be 4-years-old by Sept. 1, 2007; • Qualify for free/reduced lunch or Medicaid; and • Live in one of the following school districts: Abbeville, Allendale, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 1, Dillon 2, Dillon 3, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Hampton 1, Hampton 2, Jasper, Laurens 55, Laurens 56, Lee, Lexington 4, Marion 1, Marion 2, Marion 7, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda or Williamsburg.



SOUTH CAROLINA

**FIRST  
STEPS**

**Getting children ready for school.**

Sent to: County service offices such as DSS, DHHS and county health departments;  
County Partnerships

Materials: Glossy cardstock, 25 cards per tablet

  
**NO TUITION!**  
**4-YEAR-OLD  
KINDERGARTEN**

Now enrolling for full-day classes during the  
2007-08 school year. *Apply now!*

**TO QUALIFY, YOUR CHILD MUST:**

- Be 4 years old on or before Sept. 1, 2007.
- Be eligible for free/reduced-price lunch, TANF, food stamps or Medicaid.
- Live in one of the following school districts:  
Abbeville, Allendale, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Beaufort 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 1, Dillon 2, Dillon 3, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Hampton 1, Hampton 2, Jasper, Laurens 55, Laurens 56, Lee, Lexington 4, Marion 1, Marion 2, Marion 7, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda or Williamsburg.

**To learn more: Call (toll free)**  
**1-877-621-0865**

**Promotional flyers** sent to: Providers, County Partnerships, media, churches, Harvest Hope  
Versions: Individual provider flyers, statewide general flyer, as well as flyers listing all approved-providers in a single county

NOW ENROLLING!

## 4-YEAR-OLD KINDERGARTEN

**Hampton County providers** are now accepting 4-year-old kindergarten applications for 2007-08. Qualifying families pay **no tuition**. Students attend classes 6.5 hours per day, five days per week during the 180-day school year.



### **THE MELLON PATCH**

103 First St., Hampton, SC 29924  
(803) 943-5055

### **CHILDREN'S KEEPER LEARNING CENTER**

103 N. Hoover St., Hampton, SC 29924  
(803) 914-0008

#### TO QUALIFY, YOUR CHILD MUST:

- Be 4 years old on or before Sept. 1, 2007.
- Be eligible for free/reduced-price lunch, TANF, food stamps or Medicaid.
- Live in one of the following school districts: Abbeville, Allendale, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 1, Dillon 2, Dillon 3, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Hampton 1, Hampton 2, Jasper, Laurens 55, Laurens 56, Lee, Lexington 4, Marion 1, Marion 2, Marion 7, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda or Williamsburg.



NOW ENROLLING!

## 4-YEAR-OLD KINDERGARTEN

**Mellon Patch** is now accepting 4-year-old kindergarten applications for 2007-08. Qualifying families pay **no tuition**. Students attend classes 6.5 hours per day, five days per week during the 180-day school year.



### TO QUALIFY, YOUR CHILD MUST:

- **Be 4 years old on or before Sept. 1, 2007.**

(Please provide a copy of your child's birth certificate, passport or other official proof of age.)

- **Be eligible for the free or reduced-price lunch program or Medicaid.**

(Please provide a copy of your tax return, proof of food stamps eligibility, TANF, SSI, etc.)

- **Live in one of the following school districts:** Abbeville, Allendale, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 1, Dillon 2, Dillon 3, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Hampton 1, Hampton 2, Jasper, Laurens 55, Laurens 56, Lee, Lexington 4, Marion 1, Marion 2, Marion 7, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda or Williamsburg.

(Please provide two forms of residency verification, such as a current tax bill, utility bill, rental agreement, etc.)

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To learn more: Contact Mellon Patch at (803) 943-5055 or Hampton County First Steps at (803) 943-7127. For general 4K information, call S.C. First Steps at 1-877-621-0865 (toll free).

Return applications to: Mellon Patch, 103 First St., Hampton, SC 29924.






## AME Church Mailing

Sent to: All 500 AME Churches statewide

Sent by: 7<sup>th</sup> District AME Church Office

Included: Cover letter, suggested church bulletin announcement and county info flyer

	<b>The Seventh Episcopal District African Methodist Episcopal Church</b>
	<div>The Rt. Reverend Preston Warren Williams II Presiding Bishop</div> <div>Dr. Wilma Delores Webb-Williams Episcopal Supervisor</div>
<i>Annual Conferences</i>	<b>S.C. First Steps</b>
PALMETTO	<p>SED Pastors,</p> <p>Please forward the enclosed information to your congregations concerning FREE 4-year-old kindergarten classes for the 2007-2008 school year. This information is designed for individuals and/or families who may be in need of child care assistance.</p>
WYOMING	
COLUMBIA	
SOUTH CAROLINA	<p>The 2007 school year will begin very shortly so please make haste and do not delay in disseminating this information to your congregations in the manner that is most effective for your church.</p>
PENNSYLVANIA	
CENTRAL	<p>Thank you for your assistance in connecting these important human services to those who may need them.</p>
	<p>Yours in Christ,</p>
	
	<p>Bishop Preston W. Williams II</p>
	
	<p><b>Episcopal Office:</b> 110 Pisgah Church Road — Columbia, South Carolina 29203 Phone: 803-935-0500 / Fax: 803-935-0830</p>

## Public service announcements

Sent to: Media, First Steps County Partnerships, churches



**FOR IMMEDIATE RELEASE**  
August 17, 2007

**CONTACT**  
Lisa Michals  
(803) 734-0867  
lmichals@scfirststeps.org

### \*\*\*PUBLIC SERVICE ANNOUNCEMENT\*\*\*

South Carolina First Steps is now accepting student applications for **free** 4-year-old kindergarten for Fall 2007. Income and residency requirements apply. Call toll free 1-877-621-0865 or go to [www.scfirststeps.org](http://www.scfirststeps.org) for more information.

To qualify, your child must:

- Be 4 years old on or before Sept. 1, 2007.
- Be eligible for the free/reduced lunch program, food stamps, TANF or Medicaid.
- Live in one of the following school districts: Abbeville, Allendale, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 1, Dillon 2, Dillon 3, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Hampton 1, Hampton 2, Jasper, Laurens 55, Laurens 56, Lee, Lexington 4, Marion 1, Marion 2, Marion 7, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda or Williamsburg.

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*(NOTE TO EDITOR: Please help inform your community about this important education opportunity for low-income children. The 4-year-old kindergarten pilot program was approved by the South Carolina General Assembly in 2006 in response to the ruling in the state school funding equity lawsuit. The ruling stated that South Carolina needs to do more to help its youngest, neediest children reach school ready-to-learn. Your organization can help South Carolina meet this challenge by distributing this information.)*

*South Carolina First Steps to School Readiness is a comprehensive, results-oriented statewide education initiative to help prepare children to reach school healthy and ready to succeed. Public and private support are combined through county partnerships to enable individual communities to address the unmet needs of young children and their families.*

1300 Sumter Street • Concord Building, Suite 100 • Columbia, South Carolina 29201  
Phone: 803-734-0479 • Fax: 803-734-1431 • Web site: [www.scfirststeps.org](http://www.scfirststeps.org)

## Press releases

Sent to: Media





FOR IMMEDIATE RELEASE  
July 11, 2007

CONTACT: Lisa Michals  
(803) 734-0867

#### **First Steps Approves 49 Preschool Providers for Second Year of 4K Expansion**

**Columbia, S.C.** – First Steps has approved 49 preschool providers to begin accepting student applications for the second year of South Carolina’s innovative 4-year-old kindergarten expansion project. Parents of eligible 4-year-olds may now apply to send their children to free, full-day 4K classes with these providers during the 2007-08 school year.

Created by the General Assembly in 2006, the pilot is a groundbreaking effort to expand high-quality 4-year-old kindergarten in both public and private settings. S.C. First Steps oversees 4K expansion in non-school district settings, such as private preschools, faith-based centers and non-profit child development centers.

“These 49 providers offer an outstanding, high-quality option for parents,” said S.C. First Steps Executive Director Susan DeVenny. “We applaud these providers for their partnership in helping South Carolina offer 4K to more of our state’s children than ever before.”

Current 4K expansion funding is targeted to serve children from plaintiff and trial school districts named in the state’s equity funding lawsuit. Centers enrolling eligible children will qualify for \$3,931 in tuition reimbursement per child, up to \$550 per child for transportation, and materials and equipment grant funding of up to \$10,000 to equip new classrooms.

The 49 approved providers span more than 15 counties. To become an approved center, providers must meet the following qualifications:

- Be licensed, registered or approved by the S.C. Department of Social Services;
- Use an approved, research-based curriculum;
- Offer 6.5-hour instructional days during a 180-day school year; and
- Employ a qualified teacher.

Parents are encouraged to contact approved centers to apply to enroll their children in First Steps-approved 4K classes. To be eligible, a student must be 4-years-old by Sept. 1, 2007; qualify for Medicaid or free or reduced-price lunch; and live in one of the 37 school districts involved in the school funding equity lawsuit. They are: Abbeville, Allendale, Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Berkeley, Chesterfield, Clarendon 1, Clarendon 2, Clarendon 3, Dillon 1, Dillon 2, Dillon 3, Florence 1, Florence 2, Florence 3, Florence 4, Florence 5, Hampton 1, Hampton 2, Jasper, Laurens 55, Laurens 56, Lee, Lexington 4, Marion 1, Marion 2, Marion 7, Marlboro, McCormick, Orangeburg 3, Orangeburg 4, Orangeburg 5, Saluda or Williamsburg.

A full list of approved providers and provider application materials can be found on the S.C. First Steps Web site ([www.scfirststeps.org/4K.htm](http://www.scfirststeps.org/4K.htm)). First Steps continues to invite eligible providers to apply to offer state-sponsored 4K classes during the 2007-08 school year.

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*South Carolina First Steps to School Readiness is a comprehensive, results-oriented statewide education initiative to help prepare children to reach school healthy and ready to succeed. Public and private support is combined through county partnerships to enable individual communities to address the unmet needs of young children and their families.*

1300 Sumter Street • Concord Building, Suite 100 • Columbia, South Carolina 29201  
Phone: 803-734-0479 • Fax: 803-734-1431 • Web site: [www.scfirststeps.org](http://www.scfirststeps.org)

Suggested church bulletin announcements

Sent to: Churches, County Partnerships

Versions: Individualized by county



*Please consider including the following public service announcement in your church bulletin or newsletter:*

**“Little People Day Care is now accepting applications for the First Steps 4-year-old kindergarten program. Classes are full-day for the 2007-08 school year.”**

**“Parents pay no tuition if child qualifies for Medicaid or free/reduced-price lunch. Must be 4 years old by Sept. 1, 2007. For more information, call Jasper County First Steps at (843) 726-5100.”**

*(NOTE TO EDITOR: Please help inform your community about this important education opportunity for low-income children. The 4-year-old kindergarten pilot program was approved by the South Carolina General Assembly in 2006 in response to the ruling in the state school funding equity lawsuit. The ruling stated that South Carolina needs to do more to help its youngest, neediest children reach school ready-to-learn. Your organization can help South Carolina meet this challenge by distributing this information.)*

*First Steps is a comprehensive, results-oriented statewide education initiative to help prepare children to reach school healthy and ready to succeed. Public and private support are combined through county partnerships to enable individual communities to address the unmet needs of young children and their families.*



**Appendix E**  
**Summary of Technical Assistance Hours and Activities Per Private Provider**  
**Office of First Steps**  
**2006-07**

<b>Provider Name</b>	<b>Total # of TA Hours</b>	<b>TA Topics/Activities</b>
ABC Academy	14.5	Morning Message, centers to reflect environment and topic, phonemic activities, small group activities, H/S key experiences, SC 4K standards, lesson plans, assessment
Back To Basics Learning Ctr.	12.5	Lesson plans, scheduling, ECERS review, lesson plans, read alouds, room arrangement, teacher hours
Bedford's Stay-n-Play	17	ECERS review, lesson plans, scheduling, room arrangement, anecdotal notes, portfolios, SC standards, Dial-3, transitions
Bishopville-Lee CDC	11	ECERS review, materials, classroom arrangement, Creative Curriculum
Excellent Learning Preschool, Inc.	8	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Graham's Enhancement CCC	8.5	ECERS review, safety issues on playground, materials and supplies, room arrangement, lesson plans, scheduling
Hobbit Hill Preschool	11.5	Materials, classroom setup, ECERS review, portfolios, program guidelines, scheduling, lesson plans, anecdotal notes, Dial-3,
Indias Toddler University	12	ECERS review, lesson plans, scheduling, program guidelines, teacher retention, curriculum, modeled lessons, read alouds
Karen Scott Heath CDC	6	Emotional support re: child's death, ECERS review, scheduling, planning, transitions
Kelly's Kids	18.5	Room arrangement, modeled lessons, ECERS review, supervision issues, schedule modification, read to children, behavior management
Kiddie Kollege of Orangeburg	8.5	ECERS review, Dial-3, scheduling, room arrangement, book resources, sanitation issues
Kids 2000 Kindergarten and Daycare Center	16.5	Safety issues, ECERS review, Dial-3, modeled circle time, transitions, read alouds, attendance, lesson plans, schedule, large group time
Kids in Motion	11.5	Room arrangement, ECERS review, Creative Curriculum support, lesson plans, portfolios
Kids Konnection Childcare	3.5	Materials and supplies, room arrangement, Creative Curriculum support, lesson plans
Kids Ltd.	10	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Little People, Inc. Daycare	18.5	Dial-3, ECERS review, modeled large group, transitions, interest areas, conducted Open House for parents, payments to staff, room expansion, school transitions for children
Little Precious Angels	22	Dial-3, lesson plans, scheduling, portfolios, anecdotal

Provider Name	Total # of TA Hours	TA Topics/Activities
CDC		notes, materials, recruitment, invoicing, room arrangement, interest areas, classroom management, modeled child interactions and conflict resolution, recruitment
Little Promises Learning Center	6	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Little Smurf's CDC	6	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Mary's Little Lamb DCC	9	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
The Mellon Patch	8.5	ECERS review, themes, portfolios, lesson plans, recruitment
McGill's Bundles of Joy Learning Center	13.5	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Nesmith Community DC	10	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Pee Dee CAP Head Start (Hamer-Canaan)	6	ECERS review, lesson plans, classroom arrangement, schedule, assessments
Pee Dee CAP Head Start (Lake City)	12	ECERS review, lesson plans, classroom arrangement, schedule, assessments
Pee Dee CAP Head Start (Springville)	4	ECERS review, lesson plans, classroom arrangement, schedule, assessments
Pee Dee CAP Head Start (Thelma Brown)	5	ECERS review, lesson plans, classroom arrangement, schedule, assessments
Progressive Family Life Center	10.5	ECERS review, parenting meetings, home visits, Creative Curriculum support, lesson plans, anecdotal notes, lesson plan format, activity ideas
Tender Bear's Daycare	7.5	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Sunshine House #29	15	Creative Curriculum support, ECERS review, anecdotal notes, health and behavior screenings, PAT program, lesson plans, portfolios, materials, communication with parents
Sunshine House #30	6.5	Supplies and materials, room arrangement, Creative Curriculum support, schedule, ECERS review
Sunshine House #106	10.5	Dial-3 training, Creative Curriculum training, ECERS review, anecdotal notes, lesson plans, transition advice, room arrangement
The Wee Academy Learning Center	5	Materials and supplies, ECERS review, Creative Curriculum resources, room arrangement, lesson plans
Troy-Johnson Learning Korner, Inc.	9	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule, assessments
Wilson's Daycare and Learning Center	6	Materials, room arrangement, ECERS review, sanitation, classroom rules, scheduling, language and literacy materials, safety issues, interest areas
Zion Canaan CDC	8	ECERS review, lesson plans, Creative Curriculum, classroom arrangement, schedule

Source: Office of First Steps, October 5, 2007 Memorandum

**Appendix F**  
**Professional Development: Required CDEPP Trainings/Meeting**  
**South Carolina Department of Education**  
**2006-2007**

Date	Training	Location	Attendees
August 2-3, 2006	Setting Up Your Classroom for Success	Denmark Technical College	95
August 30, 2006	Family Literacy Coordinators' Meeting	Lyon Street, Columbia	105
August 31, 2006	Early Childhood Coordinators' Meeting	Lyon Street, Columbia	69
Sept. 15, 2006	Act 135 Family Lit. Leadership Training	Columbia	54
Sept. 22, 2006	Act 135 Family Lit. Leadership Training	Greenville	29
Sept. 25, 2006	Introduction to Work Sampling	Columbia	70
Sept. 26, 2006	Introduction to Work Sampling	Columbia	70
Oct. 12-14, 2006	SCAEYC Conference	Columbia	87
Oct. 26, 2006	Introduction to Work Sampling	Columbia	70
Oct. 27, 2006	Work Sampling Online Training	Columbia	71
Nov. 3, 2006	Work Sampling Online Training	Columbia	59
Nov. 3, 2006	Family Literacy Parenting Education	Berkeley	16
Nov. 6, 2006	Introduction to Work Sampling	Columbia	64
Nov. 17, 2006	Work Sampling Online Training	Columbia	37
Nov. 17, 2006	Family Literacy Parenting Education	Greenville	31
Dec. 1, 2006	Family Literacy Parenting Education	Columbia	53
Dec. 14, 2006	DSS Licensing Training	DSS	63
Jan. 5, 2007	Family Literacy Adult Learners Training	Berkeley	22
Jan. 12, 2007	Family Literacy Adult Learners Training	Columbia	77
Jan. 19, 2007	Family Literacy Adult Learners Training	Greenville	35
Jan. 25-27, 2007	SCECA Conference	Myrtle Beach	137
Feb. 15, 2007	CDEPP Programs Principals Meeting	Columbia	65
March 2, 2007	Family Literacy Early Childhood Training	Berkeley	18
March 9, 2007	Family Literacy Early Childhood Training	Columbia	60
March 16, 2007	Family Literacy Early Childhood Training	Greenville	40
April 3, 2007	Early Childhood Coordinators' Meeting	Columbia	56
April 4, 2007	Family Literacy Coordinators' Meeting	Columbia	36
April 17, 2007	Year End Follow Up for All CDEPP Administrators	Columbia	96

Source: South Carolina Department of Education